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DICTIONARY .....16



► USEFUL WEBSITES ..20

# You, Me and *Inclusivity*

YMI PROVIDES INFORMATION ABOUT  
DIFFERENT DISABILITIES AND HOW TO  
SUPPORT CLIENTS WITH THESE DISABILITIES IN EDUCATION AND TRAINING.

**Y**ou, Me and Inclusivity is one of the three outcomes of the 2007 Reframing Applying Information and Research Project. The project focused on the sourcing of research relevant to the engagement and retention of people with disabilities in vocational education and training, the analysis of the research findings and assessment of the extent to which the findings reflected the Central West TAFE experience. The research readings, relevant resources and websites have been included at the end of this resource.

Reflection on the research findings provided a wonderful opportunity for open discussion during the course of the project as well as identification of potential professional development activities that project participants considered were appropriate for increasing the knowledge and awareness of all staff supporting people with disabilities in vocational education and training.

These professional development activities form the basis of the 2008 Staff Development Plan. A range of activities will be available to staff throughout 2008 but the majority will be offered to College staff during Central West TAFE's Quality Week from 1-3 July 2008.

*You, Me and Inclusivity* provides information about different disabilities and how to support clients with

these disabilities in an education and training environment. It provides some practical suggestions to support practitioners in their delivery as well as highlighting appropriate resources and providing direct links to useful websites.



I would like to thank 2007 Reframing for providing Central West TAFE with the opportunity to progress this project in a focused manner. The financial resources provided by this funding body allowed a wide variety of activities to be undertaken, high level support to be attached to the project and quality outcomes to be achieved.

I would also like to acknowledge the people with disabilities and service providers who support them for the opportunities they

presented to discuss education and training, the issues faced in accessing relevant programs, client aspirations and employment opportunities. This information provided a context within which to develop *You, Me and Inclusivity*.

**... practical  
suggestions to  
support  
practitioners...**



**The project could not have come to fruition without the on-going efforts of a dedicated team of professionals at Central West TAFE. Many thanks to the following staff members:**

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Please note: the majority of information used in this resource has been sourced from the following documents and websites:

- *Opening Doors Participant ManualV2*, a joint project between Regional Home Care Services, Geraldton Regional Community Education Centre and Central West TAFE Copyright 2007
- Australian National Training Authority, Working with Diversity, Quality training for people with disabilities, 2004
- [http://www.studentservices.utas.edu.au/Gateways/IPIGP\\_pubs/ipigp.html](http://www.studentservices.utas.edu.au/Gateways/IPIGP_pubs/ipigp.html)
- <http://www.adcet.edu.au/ViewWebItemDetail.aspx?itemid=65>
- <http://www.adcet.edu.au/ViewWebItemDetail.aspx?itemid=1221>



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# People with disabilities in education and training

**P**eople with disabilities are comparatively underrepresented in the VET system, both in terms of participation and successful completions. Nationally 12.1% of the total population aged 15 – 64 years participate in vocational education and training whereas the participation rate for people with disabilities is 2.3%.

Furthermore students with disabilities are more likely to participate in training at the lower levels of the Australian Qualifications Framework (AQF) or in non-AQF education. Students with disabilities are less likely to undertake a qualification at AQF Certificate III or above level than other VET students (38% of students with disabilities compared to 46% of all VET students). Certificate III and above qualifications are more likely to have direct job related outcomes associated with them than qualifications at the lower levels.

As members of the Western Australian community, people with disabilities have the same rights as other people to access state public authorities and the services they provide. These rights are enshrined in both State and Federal legislation that makes it unlawful to discriminate against a person with a disability in certain areas of public life including education and employment.

As a Registered Training Organisation the College complies with the requirements of the Australian Quality Training Framework, in which the principles of access and equity are seen to be integral to all areas of the organisation's operations. Although we have specialist staff with specific responsibilities for supporting people with disabilities, the College encourages a collective approach

where all staff have responsibility to foster a working and learning environment in which all clients have the best opportunity to participate and succeed in their training.

## What is a Disability?

A disability is a restriction or loss of ability caused by (a) trauma, (b) disease or (c) genetics or a combination of these factors (for example, a person who uses a wheelchair may also have a vision or hearing impairment.)

Approximately one in five Australians (20%) has a disability.

One out of every 25 Australians under the age of 65 (4%) has a disability that will result in a profound or severe restriction of their activity. An estimated total of 405,500 Western Australians have disabilities (20.6 per cent of the population).

(Source: Australia's Welfare 1999: Services and Assistance, Australian Institute of Health and Welfare, 1999)

Many people with disabilities lead full and independent lives

and have no need for formal support particularly in environments which are accessible. There are only a relatively small proportion of people with disabilities that need support with aspects of their lives, whether that is with learning, tasks of daily living, work, communication or social interaction.



## For more information go to:

This information has been taken from *Opening Doors Participant Manual V2*, a joint project between Regional Home Care Services, Geraldton Regional Community Education Centre and Central West TAFE Copyright 2007 page 3

Australian National Training Authority, Working with Diversity, Quality training for people with disabilities, 2004

<http://www.adcet.edu.au/ViewFAQDetail.aspx?itemid=129>

[http://www.austlii.edu.au/au/legis/nsw/consol\\_act/dsa1993213/](http://www.austlii.edu.au/au/legis/nsw/consol_act/dsa1993213/)

[http://w.centralwest.wa.edu.au/documents/CWTDISABILITYACCESS\\_InclusionPlan.pdf](http://w.centralwest.wa.edu.au/documents/CWTDISABILITYACCESS_InclusionPlan.pdf)

<http://www.det.wa.edu.au/training/sub-sites/bd/default.htm>

*Opening Doors Participant Manual V2*, a joint project between Regional Home Care Services, Geraldton Regional Community Education Centre and Central West TAFE Copyright 2007

2 People with Disabilities in Vocational Education and Training : a Statistical Compendium, T. Cavallaro, P. Foley, J. Saunders, K. Bowman, National Centre for Vocational Education

# Disability Examples



## 1. Developmental delay (children up to 6 years)

When an infant or child has not attained the development milestones that are usual for their age and culture.

## 2. Learning disability

When an individual is learning fewer skills and reaching fewer learning objectives than is usual for their age and culture.

## 3. Intellectual disability

Low IQ and significant limited problem solving and social function that has occurred or shown itself between birth and 18 years of age, for example, Down Syndrome.

## 4. Autism

A disorder which affects communication and social behaviours. The individual has difficulty in processing the world around them.

## 5. Sensory disabilities

This includes vision, hearing impairments and deafblindness.

## 6. Speech disability

Caused by impairment to the individual's ability to produce one or more of the following - language, speech, fluency or voice.

## 7. Psychiatric disability

Where mental illness causes a disability for the individual. Includes psychosis and depressive disorders.

## 8. Neurological disability

Problems with the central nervous system that includes the brain or spinal cord. Examples include epilepsy, motor neurone disease, multiple sclerosis, muscular dystrophy, Parkinson's disease.

## 9. Acquired brain injury (ABI)

Disability usually caused by head injury, disease or stroke.

## 10. A range of physical conditions

A physical disability might be due to chronic ill health, an orthopaedic condition or neurological damage or disease. Examples include arthritis, cerebral palsy, paraplegia, quadriplegia, spina bifida.

**Workplace demonstrations  
can work well for people  
with cognitive  
impairments**

**For more  
information go to:**

[http://  
www.studentservices.uta  
s.edu.au/Gateways/  
IPIGP\\_pubs/  
contents.htm](http://www.studentservices.utas.edu.au/Gateways/IPIGP_pubs/contents.htm)



# Teaching a Student who has a Disability

**Y**ou can assist a student in the following ways:

- Consult with the student about potential barriers and together discuss possible solutions. Ask if assistance is required rather than assuming that it is.
- Provide reading lists as early as possible to ensure that alternative formatting i.e. Braille, can be arranged and reading can begin early.
- Provide copies of lecture notes and overheads to on campus students where possible.
- Negotiate teaching and assessment methods based on the student's individual requirements.
- Discuss and collaborate on assessment alternatives with staff who have had previous experience.
- An alternative assessment should meet both the student's needs and the stated course objectives.
- When negotiating assignments with a student, it is good practice for both staff and student to have a written record of the agreement.

***Be flexible in allowing students to meet your academic expectation in different ways ensuring an inclusive curriculum is offered.***

***Electronic material can be scanned and turned into a voice text for people with a vision impairment***



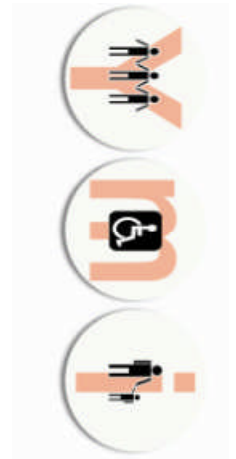
***A learner with a reading difficulty may prefer to attend face to face sessions***



***For more information go to:***

[http://  
www.studentser-  
vices.utas.edu.au/  
Gateways/IPIGP\\_pubs/  
ipigp.html](http://www.studentservices.utas.edu.au/Gateways/IPIGP_pubs/ipigp.html)

***Inclusive Practice Is Good Practice*** aims to promote understanding of the needs of students with disabilities. It is a comprehensive resource package that provides concise reference information and guidelines for staff working in different education and training settings. ([http://  
www.adcet.edu.au/  
ViewWebItemDetail.aspx?  
itemid=65](http://www.adcet.edu.au/ViewWebItemDetail.aspx?itemid=65))



# Terminology



The language we use to talk about disability plays an extremely important part in the way society views people with a disability. This is often a confusing area since people who are not disabled themselves feel worried about offending one particular group of people by using the wrong term and the terminology adopted by people with

a disability often changes.

There is no universal agreement on how to describe people with a disability since people with a disability themselves often disagree on the 'best' term. However, here is a list of the most generally accepted terms:

Words to Watch	Acceptable Alternative
Abnormal, subnormal ( <i>negative terms that imply failure to reach perfection</i> )	Specify the disability
Afflicted with ( <i>most people with disabilities don't see themselves as afflicted</i> )	Say "the person has...(the disability)"
Birth defect, also congenital defect, deformity	Say "the person with a disability since birth", "person with a congenital disability"
Blind (the), visually impaired (the)	Say "person who is blind", "person with vision impairment"
Confined to a wheelchair, wheelchair-bound ( <i>a wheelchair provides mobility not restriction</i> )	Say "uses a wheelchair" or is a "wheelchair user"
Cripple, crippled (these terms convey a negative image of a twisted, ugly body. Avoid!)	Say "has a physical or mobility disability"
Deaf (the)	Only appropriate when referring to the Deaf community; say "person who is deaf"
Deaf and dumb (the inability to hear and speak does not imply intellectual disability. Avoid!)	Say "hearing impaired"; lack of speech usually results from impaired hearing
Disabled (the)	Say "people with a disability"; "the disability community"
Epileptic	Say "person with epilepsy"
Fit, attack, spell	Say "seizure"
Handicapped (the)	Say "person with a disability" unless referring to an environmental or attitudinal barrier, in such cases "person who is handicapped by a disability" is appropriate.
Insane (also lunatic, maniac, mental patient, mentally diseased, neurotic psycho, psychotic, schizophrenic, unsound mind and others are derogatory terms. Avoid!)	Say "person with a psychiatric disability" or a specific condition.
Invalid (the literal sense of the word is "not valid". Avoid!)	Say "person with a disability"

## For more information go to:

# Terminology



Words to Watch	Acceptable Alternative
Mentally retarded (also defective, feeble minded, imbecile, moron and retarded are offensive and inaccurate terms. Avoid!)	Say "person with an intellectual disability"
Mongol (outdated and derogatory)	Say "has Down Syndrome".
Patient (only use in context of doctor/patient relationship or in hospital)	Say "person with a disability".
Physically/intellectually/vertically challenged, differently abled, (ridiculous euphemisms for disability. Avoid!)	Say "person with a disability"
Spastic (usually refers to a person with cerebral palsy or who has uncontrollable spasms). Derogatory, often term of abuse, should never be used as a noun.	Say "person with a disability".
Suffers from, sufferer, stricken with (Not all people with disabilities actually suffer. These terms should not be used indiscriminately)	Say "person with a disability".

***Think of the person first and the disability second.***



***For more information go to:***

Working With Diversity: Quality training for people with a disability, Australian National Training Authority 2004

<http://>

[www.studentservices.utas.edu.au/gateways/ipigp\\_pubs/ipigp.html](http://www.studentservices.utas.edu.au/gateways/ipigp_pubs/ipigp.html)



## Inclusive practices

**T**he concept of *inclusive practices* means that all activities include, or enable, the participation of everyone.

Implementation of inclusive teaching practices supports a range of diverse students needs. For example, having copies of lecture overheads available to students prior to a lecture will assist all students, not just those with a learning disability.

### Reasonable adjustment of training is about ...

- challenging existing practices and procedures in order to develop more inclusive ways of training
- examining the curriculum content and/or delivery process to find alternative ways for students to achieve equivalent learning outcomes and essential competencies
- providing a way to minimise the impact of the student's disability upon their performance without compromising industry standards
- Ensuring that all students have equal opportunity to access learning experiences.

**Did you know that there is a wide range of assistive technologies that you can access to support the needs of students with disabilities such as COMPIC, Dragon Speak, JAWS and ZOOM TEXT? Discuss the needs of the student with the student in the first instance and then speak to the College Disability Liaison Officer for clarification of what technology can be provided or where you can go for assistance**

## Reasonable adjustment

Adjustment of training *is not* about...

- "watering down" competency requirements and standards
- giving a student who has a disability an unfair advantage

Adjustments should not compromise the essential skills or knowledge required for a particular course. Flexible delivery of course training benefits all students.

### Practical examples of reasonable adjustments:

The training requires that a student perform practical experiments. The outcomes rather than the manual skills are essential course components. The student has insufficient dexterity and fine motor control to do the experiments and instead works with a "buddy" to observe and record the results. In Office Administration, a student who is blind cannot write up petty cash vouchers and bank reconciliations but uses a computer-based bookkeeping system.

**Opportunities for registered training organisations to make reasonable adjustment include (a) making training and assessment materials and methods accessible; (b) adapting the physical environment and equipment; (c) providing additional support for the learner; and (d) making time related**

Students can be given the choice of studying on campus, at home or a combination of both. Access to teacher support by phone can be provided and units structured in such a way as to allow students to complete the work at their own pace. Assessment requirements are known by the student at the commencement of the course and students choose when they are ready to be assessed.



### For more information go to:

Speak to the College Disability Liaison Officer located in the Client Services section of X Block or follow the link [http://www.studentseices.utas.edu.au/gateways/ipigp\\_pubs/ipigp.html](http://www.studentseices.utas.edu.au/gateways/ipigp_pubs/ipigp.html)

Reasonable Adjustment: A practical guide to reasonable adjustment in assessment of candidates with disability in VET, Department of Education and Training 2008.

**Inclusive Practices Guidelines** for Academic Staff Teaching a Student who has a Disability.

<http://www.adcet.edu.au/ViewWebItemDetail.aspx?itemid=1221>

Australian National Training Authority: Quality training for people with disabilities pages 18-19.

[http://www.studentseices.utas.edu.au/gateways/ipigp\\_pubs/ipigp.html](http://www.studentseices.utas.edu.au/gateways/ipigp_pubs/ipigp.html)

# Skills performed at each level of the Australian Qualifications Framework



## Certificate I

The worker will normally be engaged in a workplace in which they:

- demonstrate knowledge by recall in a narrow range of areas
- demonstrate basic practical skills, such as the use of relevant tools
- perform a sequence of routine tasks under clear instruction
- receive and pass on messages of information

## Certificate II

The worker will normally be engaged in a workplace in which they:

- Demonstrate basic operational knowledge in a moderate range of areas
- Apply a defined range of skills
- Apply known solutions to a limited range of predictable problems
- Perform a range of tasks where choice between a limited range of options is required
- Assess and record information from varied sources
- Take limited responsibility for their own outputs in work and learning

## Certificate III

The worker will normally be engaged in a workplace in which they:

- Demonstrate some theoretical knowledge
- Apply a range of well-developed skills
- Apply known solutions to a variety of predictable problems
- Perform processes that require a range of well developed skills where some discretion and judgement is required
- Interpret available information using discretion and judgement
- Take responsibility for their own outputs in work and learning
- Take limited responsibility for the output of others



# Skills performed at each level of the Australian Qualifications Framework



## Certificate IV

The worker will normally be engaged in a workplace in which they:

- Demonstrate understanding of a broad knowledge base incorporating some theoretical concepts
- Apply solutions to defined range of unpredictable problems
- Identify and apply skill and knowledge arrays to a wide variety of contexts, in some cases in-depth
- Identify, analyse and evaluate information from a variety of sources
- Take responsibility for their own outputs in relation to a specified quality standards
- Take limited responsibility for the quantity and quality of the outputs of others

## Diploma

The worker will normally be engaged in a workplace in which they:

- Demonstrate understanding of a broad knowledge base incorporating theoretical concepts, in some cases in substantial depth
- Analyse and plan approaches to technical problems or management requirements
- Transfer and apply theoretical concepts and /or technical or creative skills to a range of situations
- Evaluate information, using it in forecasting for planning or research purposes
- Take responsibility for their own outputs in relation to broad quantity and quality parameters
- Take some responsibility for the achievement of group outcomes

## Advanced Diploma

The worker will normally be engaged in a workplace in which they:

- Demonstrate understanding of specialized knowledge with depth in some areas
- Analyse, diagnose, design and execute judgements across a broad range of technical or management functions
- Generate ideas through the analysis of information and concepts at an abstract level
- Demonstrate ideas through the analysis of information and concepts at an abstract level
- Demonstrate a command of wide ranging, highly specialized technical, creative or conceptual skills
- Demonstrate accountability for personal outputs within broad parameters
- Demonstrate accountability for personal outputs within broad parameters
- Demonstrate accountability for personal and group outcomes within broad parameters

# Making Text Legible



## ***Designing text for people with vision impairments***

Here are basic guidelines for making effective legibility choices that work for nearly everyone. Impaired vision often makes reading difficult by:

- Reducing the amount of light that enters the eye
- Blurring the retinal image
- Damaging the central portion of the retina best suited to reading
- Light reduction and blurring reduce the effective contrast of the text, while central retinal damage impairs the ability to see small print and to make eye movements that are crucial to reading.

**Effective**

**Not as effective**

## ***Contrast***

Text should be printed with the highest possible contrast. There is good evidence that for many readers who are older or partially sighted, light (white or light yellow) letters on a dark (black) background are more readable than dark letters on a light background. However, the traditional dark on light may be aesthetically preferable.

**Effective**

**Not as effective**

## ***Type Colour***

Very high contrasts are difficult to achieve with colour combinations other than black and white. Printed material, generally, is most readable in black and white. Different colours may be important for aesthetic or other reasons, but it is better to use such combinations only for larger or high-lighted text, such as headlines and titles.

**This type size is effective.**

This type size is not as effective.

**This type size is effective.**

This type size is not as effective.

## ***Point Size***

Type should be large, preferably at least 16 to 18 points, but keep in mind that the relationship between readability and point size differs somewhat among typefaces.

**Upper and lowercase type is effective.**

*Italic type is not as effective.*

**Upper and lowercase type is effective.**

*Italic type is not as effective.*

***Visual impairment often makes it difficult to find a book or other document that is buried among similar publications, especially for sets with volumes that differ only in title or number. Use of distinctive colors, sizes and formats on the covers can be especially helpful to older individuals and those who are partially sighted.***

# Making Text Legible



## Font Family

Avoid complicated, decorative or cursive fonts and, when they must be used, reserve them for emphasis only. Standard serif or sans-serif fonts, with familiar, easily recognisable characters are best. Also, there is some evidence that sans-serif fonts are more legible when character size is small relative to the reader's visual acuity.

## Font Style

While there is little reliable information on the comparative legibility of typefaces, there is some evidence that a roman typeface, using upper and lower cases, is more readable than italics, oblique or condensed.

## Letter Spacing

Text with close letter spacing often presents difficulties for readers who are partially sighted, especially those with central visual field defects. Where possible, spacing should be wide. Monospaced fonts rather than proportionally spaced fonts seem to be more legible for these readers.

## Margins

Extra-wide binding margins are especially helpful in bound material because it makes it easier to hold the volume flat. Spiral binding can be helpful as well. Many visual devices, such as stand- and video-magnifiers, are easiest to use on a flat surface.

## Paper Finish

Paper with a glossy finish can lessen legibility because many people who are older or who have partial sight also have problems with glare.

## Leading

Leading, or spacing between lines of text, should be at least 25 to 30 percent of the point size. This is because many people with partial sight have difficulty finding the beginning of the next line while reading.

**Roman typefaces are effective.**

*Decorative typefaces are not as effective.*

**Sans-serif typefaces are effective.**

**Condensed typefaces are not as effective.**

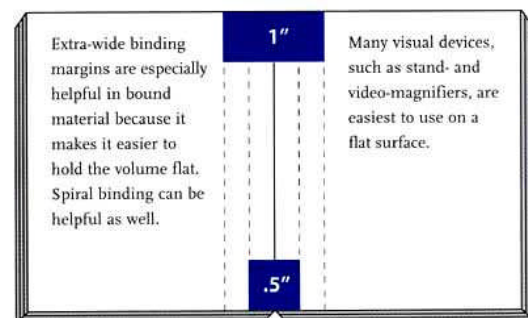
**This letter spacing is effective.**

**This letter spacing is not as effective.**

**This letter spacing is effective.**

**This letter spacing is not as effective.**

### Effective



### Not as effective

Leading, or spacing between lines of text, should be at least 25 to 30 percent of the point size. This is because many people with partial sight have difficulty finding the beginning of the next line while reading.

#### Effective leading

Leading, or spacing between lines of text, should be at least 25 to 30 percent of the point size. This is because many people with partial sight have difficulty finding the beginning of the next line while reading.

#### Not effective leading

For more information go to:

[http://www.copyright.org.au/information/specialinterest/disability/disabilityguidelines/a07n08\\_6.html](http://www.copyright.org.au/information/specialinterest/disability/disabilityguidelines/a07n08_6.html)

<http://www.visionaustralia.org.au/info.aspx?page=784>

<http://www.lighthouse.org/accessibility/legible/>



# Things to consider when teaching students with a range of disabilities

## Deaf or Hearing Impaired

Things to consider during face to face contact:

- Attract the student's attention before speaking.
- When speaking, face the student.
- Moustaches, beards, hands, books or microphones in front of your face will interfere with a student who communicates through lip reading.
- Ensure light is on your face, for example, avoid standing with your back to the window.
- Use gesture and facial expressions.
- Use normal language i.e. use short sentences rather than single words.
- Use normal speech at a normal rate - shouting is not necessary.
- If a student is having difficulty understanding, re-word your sentence(s) rather than repeat what you have said.
- Repeat the content of a question from the class before giving the answer.
- Ensure that the student has access to a seat with a good view of the lecturer.
- A student with a hearing impairment may want paper based materials in advance of face to face sessions, plus an interpreter where necessary.



**Many people without disabilities do not realise the demands that an 'ordinary' life task may place on someone with a disability. For example: someone with a physical impairment may require a personal carer to assist them to get up in the morning, may take several hours to get ready to leave the house, and then may rely on a taxi to reach a training venue. Given this, if you make any last minute changes to the training schedule or venue these will have a disproportionate effect on the learner with a physical impairment.**

## Learning Disability (LD)

- Academic performance may appear inconsistent.
- The student may experience difficulty following sequences or complicated directions.
- Give clear sequential verbal directions to support written material.
- Slow reading rate and comprehension affect a student's ability to digest large amounts of material in a short space of time.
- While a student may demonstrate exceptional oral language and discussion skills, they may be reluctant to read aloud in class.

## Medical Conditions

- Inconsistencies in performance may be evident.
- The side effects of some medication may cause lethargy and concentration difficulties.
- Students who experience unexpected episodes may sometimes exhibit associated anxiety.
- Mood swings and depression may be associated with chronic medical conditions.
- Students may be sensitive and anxious about discussing a 'hidden' medical disability
- A learner with chronic fatigue syndrome may choose part time study in a self paced mode to allow for periods of illness while still accessing onsite delivery on occasion.

## Mobility Disability

- Fatigue is common.
- For on campus students using training facilities may be a major physical undertaking. This may affect a student's ability to arrive on time for class.
- A mobility disability increases the time and effort a student must expend on daily activities.
- Do not lean on a student's wheelchair or move it without seeking permission.
- Consider the chair as a part of the student's personal space.
- Where possible put yourself in a position where you can maintain level eye contact, if necessary sit down.
- On campus students may have frequent or unexpected absences from class.

# Things to consider when teaching students with a range of disabilities

## Psychiatric Disability



- On campus students may have frequent or unexpected absences owing to hospitalisation and/or medication changes.
- A lack of confidence may be evident in a student's rigid thinking patterns and an inflexible approach to learning.
- Students who experience anxiety may isolate themselves in the training environment.
- Students may be unwilling to ask for special consideration because they do not believe their condition is a disability in the same way as a physical one.
- Severe anxiety may impair participation and exam performance.
- Students may be easily overwhelmed by information.
- Students may misinterpret questions, comments or instructions or appear vague in their responses.
- Impulsive and unpredictable behaviour may be evident, students may appear obsessive, and repeatedly ask questions or return to issues already covered.

### For more information go to:

NCID has a range of videos covering intellectual disability. These are suitable resources for staff training, presentations, teaching skills, etc.)  
<http://www.adcet.edu.au/ViewWebItemDetail.aspx?itemid=255>

## Changing Behaviour: Signs of mental illness or just a bad hair day?

- LOOK for signs that something is wrong.
- LISTEN without judging.
- Take the time to TALK and get help together.
- Observe your colleagues and/or students, if you notice changes, but **don't** ignore them.
- REPORT concerns to a supervisor.

### Quick Checklist

- *Appearance:* Grooming, clothing, hygiene, build
- *Behaviour:* restlessness, slowed activity, tremors, repetitive or ritualistic behaviours, aggression
- *Alertness:* Awake, drowsy, responding to stimuli, unconscious
- *Sleep:* Hours per day? Difficulty with getting to sleep? Staying asleep? Waking early? Sleeping more than usual? Feel rested after sleep?
- *Appetite/Weight Loss:* Seen by you? Reported by the person? How much weight loss in how long?
- *Orientation:* Time, place and person.
- *Memory:* Are there any difficulties, is it with remembering recent events or longer term material?
- *Mood and Affect:* From looking at them, how would you think they feel? What do they say about their mood?
- *Speech:* Rate, volume, coherence (content may be relevant as a symptom)
- *Cognition:* Do they seem to understand what's going on around them?
- *Motivation and Insight:* Can they see something is wrong? Do they want to do something about it?

*Information provided by Janine Gerard, Advanced Skills Lecturer, Central West TAFE*

### Self Reflection

- What is leading you to seek advice about this colleague/student?
- How well do you know the person?
- What do you know about any medication (licit or illicit) they are using?
- Symptoms: Hallucinations, delusions, suspiciousness, depression, aggression, altered conscious state.
- Has the person suffered from recent stressors?
- Is the person a suicide risk?
- Is the person a risk to others?

### For more information:

Speak to Janine Gerard, Advanced Skills Lecturer, Health, Education and Community Services, Central West TAFE or download *Staying the Course-A Handbook* for registered training organisations on working effectively with learners living with mental illness at <http://www.vetinfonet.det.wa.edu.au/AccessEquity/resources.aspx?menu=5&menuItem=5#SC>

In addition the Beyond Blue <http://www.beyondblue.org.au> provides a wealth of information about depression and anxiety that you may find useful.

# Vision Impairment

## Vision Impairment

- Identify yourself by name in case the student does not recognise your voice.
- Doors should be kept open or closed, not partly open.
- Keep corridors clear of objects.
- Avoid moving objects from their usual places without letting the student know.
- Stand where glare is minimised, if the student is partially sighted.
- Indicate verbally when you are entering or leaving the students' presence.
- Braille readers cannot skim read and may require extra time as it can take them up to three times as long as other students to process the same amount of information.



### For more information:

[http://www.studentservices.utas.edu.au/gateways/ipigo\\_pubs/ipigo.html](http://www.studentservices.utas.edu.au/gateways/ipigo_pubs/ipigo.html)

ENABLE : People with Disabilities and Computers, a video. <http://www.adcet.edu.au/ViewWebItemDetail.aspx?itemid=1466>

Inclusive Practices Guidelines for Academic Staff Teaching a Student who has a Disability. <http://www.adcet.edu.au/ViewWebItemDetail.aspx?itemid=1221>

## Compic: A Pictograph Dictionary

**COMPIC** is an effective communication resource created and developed in Australia. It does not rely on reading the written word, hearing a word or speaking a word. Rather, it is a library of clear and easily understood drawings, called pictographs, which convey information.

Communication is one of the most important activities we involve ourselves in every day. We use a variety of communication media, such as speaking face to face or on the telephone, reading and writing any sort of material, and interpreting a number of visual presentations such as pictures, gestures, street signs and bill boards.

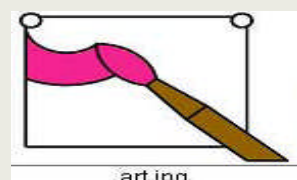
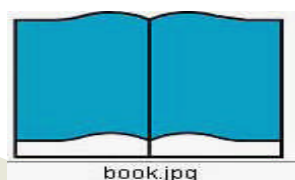
For many people, the visual presentation is the preferable means to communicate and understand information. The pictographs can be used in a variety of ways depending on the requirements of the user.

Communication can be assisted by the pictographs in situations where the user has:

- Communication difficulties due to physical disability or acquired head injury
- Poor literacy skills
- English as their second language

**All behaviour is communication**

### Example of Compic communication



*I need my art book for this afternoon's session*

### For more information:

<http://www.scopevic.org.au/about.html>

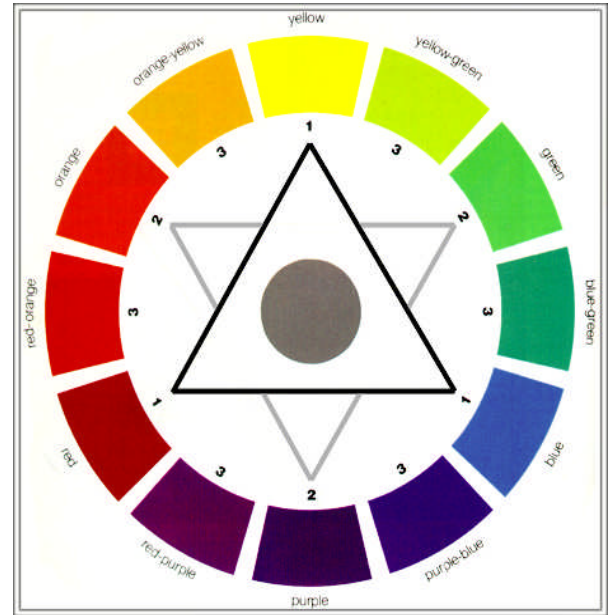
<http://www.spectronicsinoz.com/>

# What a difference colour can make!<sup>6</sup>

6 Color Matters is a registered trademark of J.L. Morton. Graphics and Text: Copyright (c) 1995-2008, J.L. Morton, All rights reserved

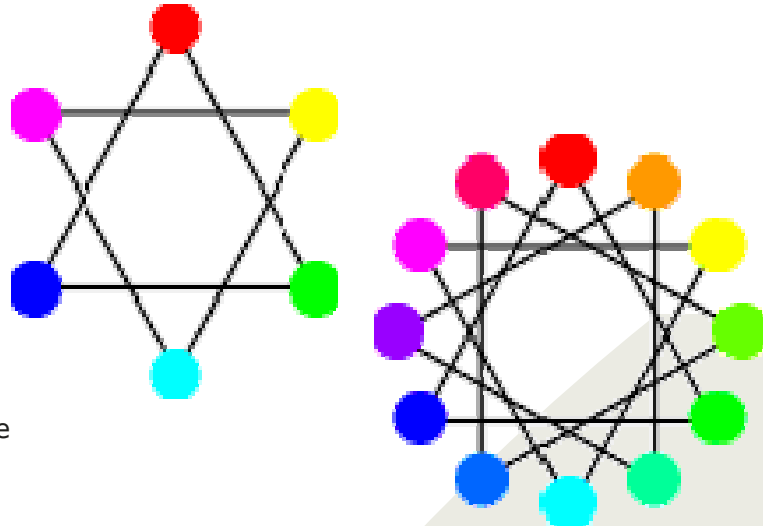
## ***The colour wheel***

- Colours separated by another colour are contrasting colours (also known as complementary)
- Adjacent colours (next to each other) harmonise with each other, for example, green and yellow
- The colour wheel shows which colours work best together
- Choosing correct colour combinations is essential for people with colour blindness and those that are visually impaired



## ***Clashing colours***

- Colours that are directly opposite one another are said to clash
- These provide readability, for example, yellow on blue
- Reds and oranges are high-energy but can be difficult to stay focused on
- Greens, blues, and browns are mellower, but not as attention grabbing
- White on a dark background should not be used if the audience is more than 20 feet away



***When choosing whiteboard markers focus on blue, black and brown and try to avoid orange and green.***



For more information:

<http://www.colormatters.com/entercolormatters.html>, a registered trademark of J.L. Morton Graphics and Text

# Improving Access<sup>7</sup>



Whilst it may not be possible to install a lift in a building overnight and remove all barriers immediately, there are a range of strategies we individually can adopt to improve access in our own immediate teaching environment. Not all solutions will be intricate, 'high tech' or involve a great deal of time and money.

How can I assist in this process?

- Consult the student as early as possible to determine their individual needs. Whilst some of the access problems which arise may not be easily solved, steps can be taken to find solutions together. In many cases the student would have developed extensive expertise in determining solutions to access problems.
- Be flexible to the needs of your student(s). If a student is unable to physically access the instructional setting then a change of venue may be required.
- Become active in the process of advocating for the removal of large access barriers and be proactive in addressing the factors you can immediately change in your own environment, some of which may include:
  1. maintaining obstacle-free pathways of involvement
  2. ensuring good lighting and no glare
  3. ensuring there are no head-height obstacles
  4. replacing difficult to turn knobs or buttons
  5. remembering to leave doors either fully open or completely shut
  6. orientating a student to new environments
  7. keeping furniture and equipment in the same place
  8. considering additional procedures that may be required to ensure safe equipment use for students who experience impaired sensation.

***Safely securing and highlighting electrical cords on floors and arranging for the relocation of switches where appropriate will improve access for all clients.***

**For more information:**

<http://services.admin.utas.edu.au/index.asp>

***Change is inevitable, growth is optional<sup>8</sup>***

<sup>7</sup> <http://services.admin.utas.edu.au/index.asp>

## Looking After Yourself

Encourage colleagues and/or students to:

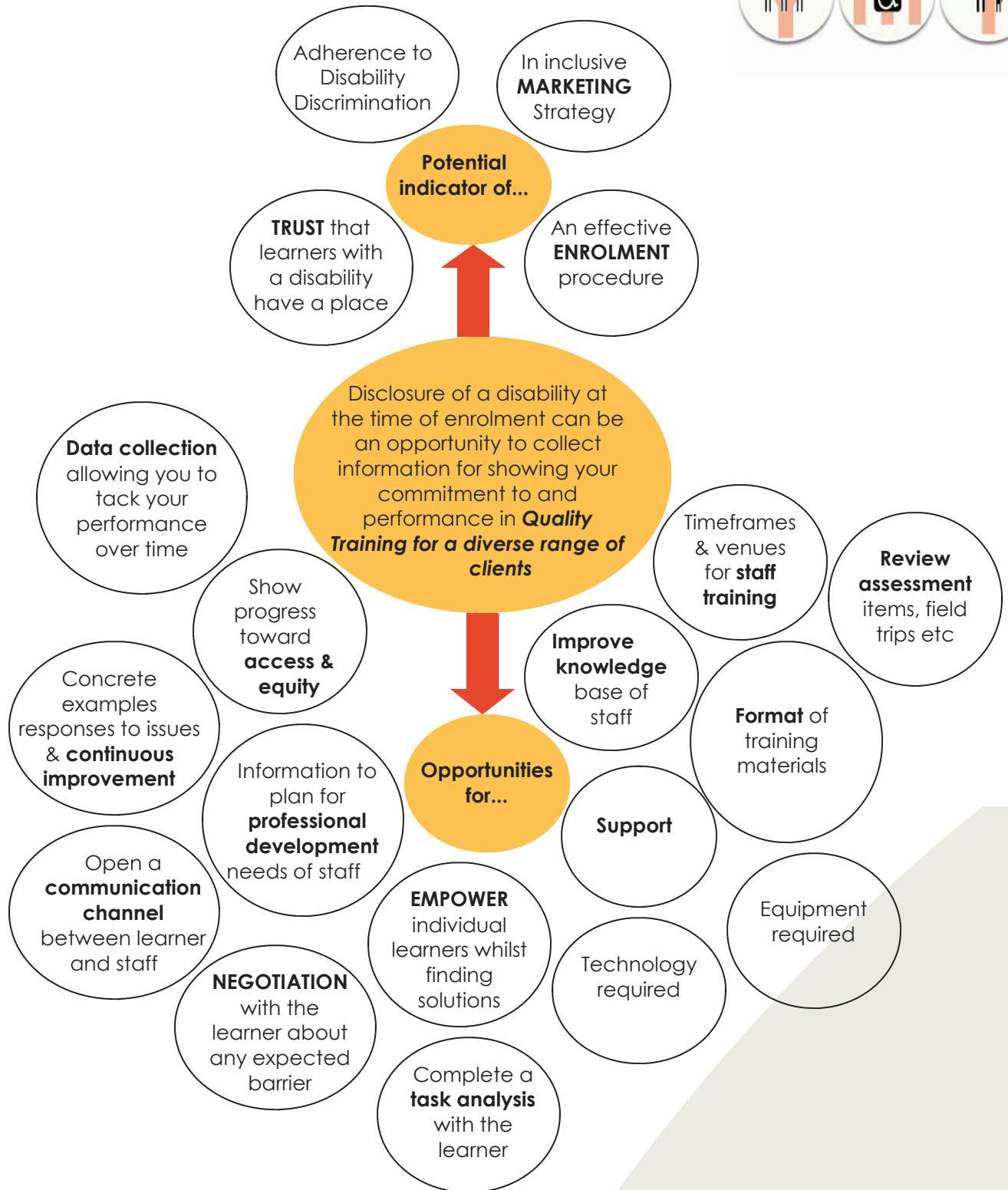
- Balance demands between work, study, home and play.
- Connect with others and do things you enjoy
- Identify personal resources and support mechanisms
- Maintain your sense of humour
- Remember who you are

<sup>8</sup> Jack Pearpoint and Marsha Forest, Innovation Press, [www.inclusion.com](http://www.inclusion.com)





# Flowchart



# References



Australian National Training Authority: Bridging Pathways National Strategy 2000-2005

Australian National Training Authority: Working with Diversity, Quality training for people with disabilities 2004

Central West TAFE Disability Access and Inclusion Plan **Inclusive Practice Is Good Practice** aims to promote understanding of the needs of students with disabilities. It is a comprehensive resource package that provides concise reference information and guidelines for staff working in different education and training settings. (<http://www.adcet.edu.au/ViewWebItemDetail.aspx?itemid=65>)

**Just Like You** A guide to etiquette and communication with people with a disability (Video and Booklet). (<http://www.adcet.edu.au/ViewWebItemDetail.aspx?itemid=427>)

**ENABLE : People with Disabilities and Computers**, a video. (<http://www.adcet.edu.au/ViewWebItemDetail.aspx?itemid=1466>)

**Inclusive Practices Guidelines** for Academic Staff Teaching a Student who has a Disability. (<http://www.adcet.edu.au/ViewWebItemDetail.aspx?itemid=1221>)

**NCID** has a range of videos covering intellectual disability. These are suitable resources for staff training, presentations, teaching skills, etc.) (<http://www.adcet.edu.au/ViewWebItemDetail.aspx?itemid=255>)

**Just Talk**: A guide for staff and students on the use of inclusive language in all courses, promotional and marketing materials. (<http://www.adcet.edu.au/ViewWebItemDetail.aspx?itemid=23>)

**Student Services and Support, University of Tasmania**, <http://services.admin.utas.edu.au/index.asp>

# Resources

*Access Improvement Branch, Disability Services Commission: **You can make a difference to customer relations for people with disabilities**, 2000*

Australian National Training Authority: Working with Diversity, Quality training for people with disabilities 2004  
*David Hoff (Project Director): **Access for All: A Resource Manual for Meeting the Needs of one stop customers with disabilities***

*Disability In-Service Training Support Service, Department of Human Services, Victoria: **Ready4Work: Disability Support Work Induction**, 2004*

*Disability Services Commission: **Count Us In**—Curriculum Support Package, 2006*

*Disability Services Commission: **Feel Safe**—Protective behaviours for individuals with impaired cognitive abilities*

*ID Booklet: **Ideas for Inclusion and Diversity** (Download this and other SALTO Inclusion booklets for free at: [www.SALTO-YOUTH.net/Inclusion/](http://www.SALTO-YOUTH.net/Inclusion/) or [www.SALTO-YOUTH.net/Diversity/](http://www.SALTO-YOUTH.net/Diversity/))*

*Melissa Young: **Fire Safety Workbook for Disability Service Workers**, Disability Learning & Development Unit, Department of Human Services, 2002*

No Barriers, No Borders (Download this and other SALTO Inclusion booklets for free at: [www.SALTO-YOUTH.net/Inclusion/](http://www.SALTO-YOUTH.net/Inclusion/) or [www.SALTO-YOUTH.net/Diversity/](http://www.SALTO-YOUTH.net/Diversity/))

*Office of Disability Employment Policy: **Pave the Way to Work: A Guide to Career focused mentoring for Youth with Disabilities**: Information on the Collaborative can be found at <http://www.ncwd-youth.info/>. Information about the Office of Disability Employment Policy can be found at <http://www.dol.gov/odep/>. Information is also available at <http://www.disabilityinfo.gov/>, the comprehensive federal website of disability-related government resources*

*Regional Home Care Services, Geraldton Regional Community Education Centre and Central West TAFE: **Opening Doors—An inclusion manual for service providers working with people with disability**, 2006*

# Resources



*The National Staff Development Committee on behalf of the Commonwealth of Australia:*

**ResponseAbility—People with disabilities—Skilling staff in vocational education, training and employment sectors**, 1994

*Western Australia Department of Education and Training:* **Staying the Course—A handbook for registered training organisations on working effectively with learners living with mental illness**, 2006

## Useful Websites

[http://services.admin.utas.edu.au/Gateways/IPIGP\\_pubs/ipigp.html](http://services.admin.utas.edu.au/Gateways/IPIGP_pubs/ipigp.html)

<http://services.admin.utas.edu.au/options/training.htm>

[http://www.adapts.gatech.edu/faculty\\_guide/teach.htm](http://www.adapts.gatech.edu/faculty_guide/teach.htm)

<http://www.adcet.edu.au/>

[http://www.anu.edu.au/disabilities/resources\\_for\\_staff/alternative\\_assessment.php](http://www.anu.edu.au/disabilities/resources_for_staff/alternative_assessment.php)

<http://www.chooserespect.com/>

<http://www.inclusion.com/index.html>

[http://www.trainandemploy.qld.gov.au/resources/jobs\\_careers/pdf/Pathways\\_to\\_Work.pdf](http://www.trainandemploy.qld.gov.au/resources/jobs_careers/pdf/Pathways_to_Work.pdf)

[http://www.trainandemploy.qld.gov.au/resources/registration\\_audit/pdf/fairgo.pdf](http://www.trainandemploy.qld.gov.au/resources/registration_audit/pdf/fairgo.pdf)

<http://www.vetinfonet.det.wa.edu.au/AccessEquity/resources.aspx?menu=5&menuItem=5#SC>

[https://www.det.nsw.edu.au/communityed/disabilityacces/da\\_edtraining.htm](https://www.det.nsw.edu.au/communityed/disabilityacces/da_edtraining.htm)

## Research Readings

J Knuckey, L Lawford, J Kay: Information should be visual—New and emerging technologies and their application in the VET sector for student who are deaf and hard of hearing, NCVER 2001

Jane Figgis, Anne Butorac, Berwyn Clayton, Dave Meyers, Mary Dickie, Jeff Malley, Rod McDonald: Advancing Equity—Merging 'bottom up' initiatives with 'top down' strategies, A National Vocational Education and Training Research Program Report, NCVER, 2007, [www.ncver.edu.au](http://www.ncver.edu.au)

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*Kate Barnett:* **Enterprise and Career Education Foundation 'Lighthouse Disability Initiative: Case Study of the 'Work-Out Project**, Central Coast, NSW 2001

*Kate Barnett:* **Enterprise and Career Education Foundation 'Lighthouse Disability Initiative: Case Study of the 'GATE Project**, Launceston, TAS 2000- 2001

*Kate Barnett:* **Enterprise and Career Education Foundation 'Lighthouse Disability Initiative: Case Study of the 'WAVES Disability Project**, Western Metropolitan Adelaide, SA 2000- 2001

*Kate Barnett:* Improving Employment Outcomes for VET Graduates with a Disability, 2003

## Research Readings

Kate Barnett: **VET-ability—The capacity of the Australian VET system to be inclusive for people with a disability** (In Bowman, K (ed) Equity in Vocational Education and Training Research Readings), ANTA 2004, <http://www.ncver.edu.au/publications/1389.html>

NCVER: **Students with a disability in vocational education and training 2000—At a glance**

Oanh Phan, Katrina Ball, Outcomes from enabling courses, NCVER 2001

Robert Bean: **Built in or Bolted on—Managing Equity and Diversity in VET in** (In Bowman, K (ed) Equity in Vocational Education and Training Research Readings) 2004, <http://www.ncver.edu.au/publications/1389.html>

